

**Observable Indicators  
In Classrooms for Students with Disabilities**

This checklist is to be used in conjunction with the TADS walk-through rubric.

The classroom for students with disabilities is designed to support instructional rigor, behavior/classroom management, implementation of master schedules, and a multi-sensory approach to teaching and learning. A structured classroom design is evidenced by the following indicators:

- furniture arranged to clearly define classroom areas
- areas exist for small and whole group instruction, direct and/or individualized instruction, and independent work
- areas and materials are identified with labels to support independence and are accessible to students
- classroom is free of unnecessary clutter and visual stimuli
- students are included in all campus initiatives such as Power-Up, Literacy by 3, Dual Language Programs

(I-9 & I-10)

	Evidence	PALS	SLC	SLL	PSI
1	<b>Student portfolio completed for each student</b> (PL-1, PL-2)	<p>A portfolio exists for each student that contains:</p> <ul style="list-style-type: none"> <li>• Profile of the student's strengths, weaknesses and needs based on information in the IEP, FIE, and additional assessments</li> <li>• BOY assessment data for learning using Brigance, ABLLS, Frog Street</li> <li>• Data collection system</li> </ul>	<p>A portfolio exists for each student that contains:</p> <ul style="list-style-type: none"> <li>• Profile of the student's strengths, weaknesses and needs based on information in the IEP, FIE, and additional assessments</li> <li>• BOY assessment data for learning using ABLLS, AFLS, Teach Town (elem. only), Unique Learning System (ULS) -for alternative curriculum</li> <li>• Functional or augmentative communication system (if necessary)</li> <li>• Sensory profiles</li> <li>• Reinforcement systems with an updated reinforcement inventory</li> <li>• Data collection system</li> </ul>	<p>A portfolio exists for each student that contains:</p> <ul style="list-style-type: none"> <li>• Profile of the student's strengths, weaknesses and needs based on information in the IEP, FIE, and additional assessments</li> <li>• BOY assessment data for learning using Unique Learning System (ULS)-for alternative curriculum</li> <li>• Functional or augmentative communication system if necessary</li> <li>• ULS profile</li> <li>• Data collection system</li> </ul>	<p>An portfolio exists for each student that contains:</p> <ul style="list-style-type: none"> <li>• A readily interpretable gesture dictionary</li> <li>• Current instructional activities</li> <li>• Current sensory based assessment data (<i>Every Move Counts</i>) with the student's current response level to instruction</li> <li>• Performance measures provided by the ULS-alternative curriculum</li> <li>• A meaningful action plan for facilitating each student's progress on the developmental literacy continuum</li> </ul>

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	<b>Evidence</b>	<b>PALS</b>	<b>SLC</b>	<b>SLL</b>	<b>PSI</b>
2	<b>Individualized visual schedules posted for each student (I-7, I-9, I-10)</b>	<p>Individual visual schedules are posted for each student:</p> <ul style="list-style-type: none"> <li>• A symbolic representation system (object, pictorial, text) appropriate to each specific student's level of understanding</li> <li>• Identifies the flow of academic and other activities for the day using a rotation system</li> <li>• Instructional routines aligned with general education grade levels and access to general education materials</li> </ul>	<p>Individual visual schedules are posted for each student:</p> <ul style="list-style-type: none"> <li>• Meaningful and developmentally appropriate (pictures, icons, words)</li> <li>• Identifies flow of the academic subjects and all other activities for the day using a rotation system</li> <li>• Observable student understanding through manipulation of the schedule</li> <li>• Student schedule which identifies time period/subjects for the day</li> <li>• Instructional routines aligned with general education grade levels and access to general education materials</li> </ul>	<p>Individual visual schedules are posted for each student:</p> <ul style="list-style-type: none"> <li>• Meaningful and developmentally appropriate (pictures, icons, words)</li> <li>• Student schedule which identifies time period/subjects for the day.</li> <li>• Identifies flow of the academic subjects and all other activities for the day</li> <li>• Observable student understanding through manipulation of the schedule</li> <li>• Instructional routines aligned with general education grade levels and access to general education materials</li> </ul>	<p>Individual visual schedules are posted for each student:</p> <ul style="list-style-type: none"> <li>• The daily sequence of activities for each specific student</li> <li>• A symbolic representation system (object, pictorial, text) appropriate to each specific student's level of understanding</li> <li>• Use of the schedule is modeled by the supporting adults</li> <li>• Facilitates transitions throughout the day</li> <li>• Anticipates and adjusts for changes in the daily routines</li> <li>• A written plan exists for increasing the students' independence level</li> <li>• Instructional routines aligned with general education grade levels and access to general education materials</li> </ul>
3	<b>Routines developed and clear visual expectations posted (I-7, I-9, I-10)</b>	<p>Classroom routines and behavior expectations are posted in a manner that is appropriate to student's level of understanding.</p> <ul style="list-style-type: none"> <li>• Teacher can articulate how he/she teaches expectations</li> <li>• Student Behavior Support Intervention</li> </ul>	<p>Classroom routines and behavior expectations are posted in a manner that is appropriate to student's level of understanding.</p> <ul style="list-style-type: none"> <li>• Teacher can articulate how he/she teaches expectations</li> <li>• Student Behavior Support Intervention Plans (BSIP) are implemented</li> </ul>	<p>Classroom routines and behavior expectations are posted in a manner that is appropriate to student's level of understanding.</p> <ul style="list-style-type: none"> <li>• Teacher can articulate how he/she teaches expectations</li> <li>• Student Behavior Support Intervention Plans (BSIP) are implemented</li> </ul>	<p>Classroom routines and behavior expectations are posted in a manner that is appropriate to student's level of understanding.</p> <ul style="list-style-type: none"> <li>• Teacher can articulate how he/she teaches expectations</li> </ul>

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	Evidence	PALS	SLC	SLL	PSI
		Plans (BSIP) are implemented <ul style="list-style-type: none"> <li>Individual visuals for students needing instruction on expected behaviors and functionally equivalent replacement behaviors are visible</li> </ul>	<ul style="list-style-type: none"> <li>Individual visuals for students needing instruction on functionally equivalent replacement behaviors are visible</li> </ul>	<ul style="list-style-type: none"> <li>Individual visuals for students needing instruction on functionally equivalent replacement behaviors are visible</li> </ul>	
4	<b>Master Schedule Developed</b> (PL-2, PL-3, I-1, I-2, I-3, I-4, i-5)	The master schedule provides daily details of each adult and student in the room including: <ul style="list-style-type: none"> <li>Roles and responsibilities connected to implementing student IEPs</li> <li>Instructional support for small and large group activities</li> <li>Lunch, restroom and ancillary time</li> <li>Cross training (rotation) of adults to support all student IEPs</li> <li>Meaningful inclusive opportunities or a plan in place to</li> </ul>	The master schedule provides daily details of each adult and student in the room including: <ul style="list-style-type: none"> <li>Roles and responsibilities connected to implementing student IEPs</li> <li>Instructional support for small and large group activities</li> <li>Lunch, restroom and ancillary time</li> <li>Cross training (rotation) of adults to support all student IEPs</li> <li>Meaningful inclusive opportunities or a plan in place to progress towards such opportunities</li> </ul>	The master schedule provides daily details of each adult and student in the room including: <ul style="list-style-type: none"> <li>Roles and responsibilities connected to implementing student IEPs</li> <li>Instructional support for small and large group activities</li> <li>Lunch, restroom and ancillary time</li> <li>Cross training (rotation) of adults to support all student IEPs</li> <li>Meaningful inclusive opportunities or a plan in place to progress towards such opportunities</li> </ul>	The master schedule provides daily details of each adult and student in the room including: <ul style="list-style-type: none"> <li>Roles and responsibilities connected to implementing student IEPs</li> <li>Instructional support for small and large group activities</li> <li>Lunch, restroom and ancillary time</li> <li>Times when hygiene and medical supports are provided</li> <li>Cross training (rotation) of adults to support all student IEPs</li> <li>Meaningful inclusive opportunities or a plan in place to progress towards such opportunities</li> <li>Instruction continues during non-academic times</li> </ul>

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		progress towards such opportunities			
5	<b>Data on IEP implementation of academic/behavior goals being collected</b> (PL-1, PL-2)	Data is collected two or more times per week on student's IEP goals and objectives including: <ul style="list-style-type: none"> <li>• All content areas, behavior, transition, social skills</li> <li>• Visual representations of student performance (work sample, video)</li> <li>• Monitoring of the data to determine progress and drive instruction</li> <li>• Implementation of student Behavior Support Intervention Plans (BSIP)</li> </ul>	Data is collected two or more times per week on student's IEP goals and objectives including: <ul style="list-style-type: none"> <li>• All content areas, behavior, transition, social skills</li> <li>• Visual representations of student performance (work sample, video)</li> <li>• Monitoring of the data to determine progress and drive instruction</li> <li>• The assessment in Unique Learning System to monitor IEP and student's progress</li> <li>• Teach Town data reports</li> <li>• Implementation of student Behavior Support Intervention Plans (BSIP)</li> </ul>	Data is collected two or more times per week on student's IEP goals and objectives including: <ul style="list-style-type: none"> <li>• All content areas, behavior, transition, social skills</li> <li>• Visual representations of student performance (work sample, video)</li> <li>• Monitoring of the data to determine progress and drive instruction</li> <li>• The assessment in Unique Learning System to monitor IEP and student's progress</li> <li>• Implementation of student Behavior Support Intervention Plans (BSIP)</li> </ul>	Data is collected two or more times per week on student's IEP goals and objectives including: <ul style="list-style-type: none"> <li>• All content areas, behavior, transition, social skills</li> <li>• Visual representations of student performance (work sample, video)</li> <li>• Monitoring of the data to determine progress and drive instruction</li> </ul>

**GLOSSARY**

PALS-Preschoolers Achieving Learning Skills class

SLC-Structured Learning Classroom

SLL-Skills for Learning and Living class

PSI-Preparing Students for Independence class

ABLLS-Assessment of Basic Language and Learning Skills

AFLS-Assessment of Functional Living Skills